

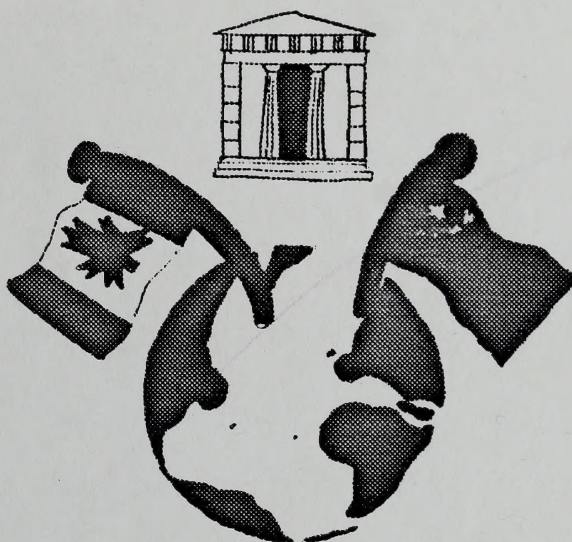
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Student Achievement Testing Program Bulletin

Grade 6 Social Studies



1992-93 School Year


This bulletin contains general information about the 1993 Achievement Testing Program and information specific to the Grade 6 Social Studies Achievement Test. Additional copies of the bulletin may be obtained by telephoning Alberta Education at 427-0010.

DISTRIBUTION: Superintendents of Schools • School Principals and Teachers • The Alberta Teachers' Association • Alberta School Boards Association • Officials of Alberta Education • General Public upon Request

September 1992

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General Information

The Achievement Testing Program provides Alberta Education, school jurisdictions, schools, and the public with information significant at the provincial and local levels about what students know and can do in relation to the objectives of the *Program of Studies*. It does not provide information to be used for student placement or promotion.

The achievement tests are administered on a four-year cycle in four subject areas—language learning, social studies, mathematics, and science—and at three grade levels—3, 6, and 9.

The achievement tests are specific to the *Program of Studies* prescribed by the Minister of Education. Classroom teachers from across the province participate in developing and field testing the questions.

Information about the nature and administration of the Achievement Testing Program, about exemptions, special provisions, and about students receiving instruction in French can be found in the *Achievement Testing Program General Information Bulletin, 1992–93 School Year*, which has been mailed to all superintendents and principals.

Schedule

Schools will administer the 1993 achievement tests according to the following schedule:

Tuesday, June 8

Grade 3 Language Learning
Part A: Writing (a.m.)

Grade 6 Social Studies (a.m.)

Grade 9 Science (a.m.)

Wednesday, June 9

Grade 3 Language Learning
Part B: Reading (a.m.)

A French translation of the social studies and science achievement tests is available and must be administered at the same time as the English test. Alberta Education will send enrolment forms to schools by February 1993 requesting an indication of which test version, English or French, is required. These forms must be returned through jurisdiction offices by March 5, 1993.

Reporting Results

In September 1993, each school jurisdiction will receive a district profile and school reports for their students' achievement, as well as guidelines for interpreting these results in relation to provincial standards.

To facilitate reflection on school programs, we expect that results will be shared with all school staffs (not just teachers of grades 3, 6, and 9), as well as with parents and the community.

We also expect that individual Student Reports will be shared with parents.

In December 1993, provincial results will be made public through the annual *Achievement Testing Program Provincial Report*.

Broadened Assessment Initiatives

During the past year, the Student Evaluation Branch developed new instruments to collect a broader base of information. We want a more complete picture of what students know and can do. These new assessments were administered to a sample of students in the spring of 1992:

Grade 3

- participation skills in Social Studies
- "whole book" performance-based assessment in language learning

Grade 6

- performance tasks in mathematics and science
- listening and viewing skills in language learning

Grade 9

- performance tasks in mathematics and science
- listening and viewing skills in language learning

In June 1993, Grade 6 Social Studies teachers and students will be asked to answer short questionnaires, which are designed to look at relationships among various contexts for learning that might have an effect on student achievement.

The teacher questionnaire will investigate the effect that classroom environment, language, varying instructional strategies, and the participation of students in various activities have on students' social studies achievement.

The student questionnaire will generally look at student attitudes toward social studies, and will examine the extent to which attitudes outlined in the *Program of Studies* are evident. Specifically, it will examine the relationship between achievement and student interest in social studies, the extent to which students respect the rights of others, the understanding of personal responsibility for actions, the degree of satisfaction students feel in their role as citizens, and the empathy students have for people who have problems meeting their needs will also be examined by the questionnaire.

In addition, certain teachers will be asked to assess, over time, their students' participation skills—both group interaction and personal participation. Guidelines for this assessment will be provided.

Grade 6 Social Studies Achievement Test

General Description

The test has two components, Part A and Part B, printed in one booklet. Part A consists of 50 multiple-choice questions and is worth 70% of the total test score. The student is required to use a separate answer sheet for this part of the test.

Part B consists of one written-response question. This section is worth 30% of the total test score and requires an extended response that is to be written in the test booklet.

The total writing time for the test is 100 minutes: 40 minutes for the multiple-choice questions and 60 minutes for the writing assignment.

Content

The test is based on the 1989 Social Studies Component of the *Program of Studies for Elementary Schools*. All test questions are drawn from the content of the three topics prescribed for Grade 6:

Topic A:

Local Government

Topic B:

Greece: An Ancient Civilization

Topic C:

China: A Pacific Rim Nation

There is one major change to the organization of the multiple-choice section of the test. Sometimes, topics will be integrated within the 50 questions. For example, questions on *Topic A: Local Government* will not constitute the first section. They will be combined with concepts related to topics B and C, and will appear throughout the test.

The knowledge component and process skills have equal emphasis on the test. Each question evaluates knowledge and/or skill objectives.

Neither participation skills nor attitude objectives are directly evaluated on this test. However, these skills contribute to students' ability to do the test.

The blueprint on page 3 shows the weight assigned to the different course objectives for the multiple-choice questions. On page 4, the written-response blueprint indicates the weight assigned to the specific reporting categories.

Blueprint
Grade 6 Social Studies Achievement Test
Multiple Choice

	Topic A Local Government	Topic B Greece: An Ancient Civilization	Topic C China: A Pacific Rim Nation	Proportion of Score
Knowledge Objectives	Understands Generalizations, Concepts, Related Facts and Content	11%	11%	34%
		12%	12%	36%
Process Skill Objectives	Locating, Organizing, Interpreting Information*	12%	23%	70%
	Analyzing, Synthesizing, Evaluating			
	Proportion of Score	24%	23%	70%

*This includes the section in the *Program of Studies* under Process Skills entitled "Geography/Mapping".

Blueprint
Grade 6 Social Studies Achievement Test
Written Response

Description of Writing Activity	Reporting Category	Proportion of Score
Express an opinion/position using examples for support	1. Students are expected to persuasively give their opinion/position and use relevant examples to support it.	20%
	2. Students are expected to express their ideas in an organized manner with clear, effective language, using correct conventions of spelling, punctuation, and grammar.	10%
Total		30%

Scoring the Test

The multiple-choice part of the test will be machine scored. The written-response part will be marked by Grade 6 teachers who have been recommended by their superintendents and appointed by the Student Evaluation Branch.

Selection of Markers

To qualify for recommendation by a superintendent, a prospective marker must have taught Grade 6 Social Studies for two or more years, currently be teaching Grade 6 Social Studies, have a valid permanent Alberta teaching certificate, and be currently employed by a school board.

Student Evaluation Branch will contact superintendents in March 1993 for their recommendations. Selection will be made to reflect proportional representation from the various regions of Alberta. Markers will be contacted in May.

Scoring Dates

The written responses will be scored in Edmonton during the week of July 12 to 16, 1993.

Scoring Guide

The scoring guide included in this bulletin will be used to assess the written responses. The scoring criteria will be adjusted to reflect the requirements of the specific assignment and actual student responses. Markers will be trained to use this guide before marking begins. Because the scoring guide does not appear in the test booklet, teachers should familiarize their students with the scoring criteria before students write the test.

Confirming Standards

Confirming standards is a process whereby teachers are asked to make judgments related to the achievement test to answer the question of whether province-wide performance is satisfactory. For more information on confirming standards procedures, refer to the *Achievement Testing Program Provincial Report, June 1991 Administration*. For more information on the selection of teachers for participation in the confirming standards process, refer to the *Achievement Testing Program General Information Bulletin, 1992-93 School Year*.

Sample Questions

Examples of multiple-choice questions are presented on this and the following pages. The examples illustrate the nature and complexity of the questions that will appear on the test. Background information for each question is provided. In addition to having a keyed response, each question is classified according to the topic and objective on which it is based.

Please note that this sample of questions contains examples of knowledge and skill questions for each of the three topics. The

weight assigned to the different course objectives for the actual test are indicated in the blueprint.

We encourage teachers to familiarize students with the types of questions that will appear on the achievement test by discussing these sample questions with them. For some questions, a metric ruler may be used.

An example of a written-response assignment is presented on pages 9 to 11 of this bulletin.

Multiple Choice

Use the following chart on sports to answer questions 1 to 3.

	Ancient Greece	China	Canada
Activity/Sport	the main event in the Ancient Olympics was the pentathlon (foot race, discus throwing, long jump, javelin, wrestling) 1	table tennis is a very popular sport 2	skating and skiing are very popular 3
Purpose	the Ancient Olympics were religious festivals held in honor of Zeus 4	youngsters participate in sports in the hope of making the national team 5	youngsters participate in sports for fitness and pleasure 6
Reward	a prize was a wreath of olive leaves 7	it is an honor to represent their country 8	a gold medal can lead to fame and fortune 9
Participation	citizens spent part of their day exercising and practising different sports 10	elite athletes are trained by foreign coaches 11	involvement in sport is personal 12

1. In which box is there evidence to show that there is sharing among countries?

A. 3
B. 5
C. 9
*D. 11

Curriculum Standard: The student is required to understand the concept of sharing and be able to identify one example.

Curriculum Focus: Topic C

2. Which box shows that Ancient Greek beliefs and ideas have affected western civilization?

*A. 1
B. 3
C. 5
D. 10

Curriculum Standard: The student is required to identify an influence of Ancient Greek civilization on western civilization.

Curriculum Focus: Topic B

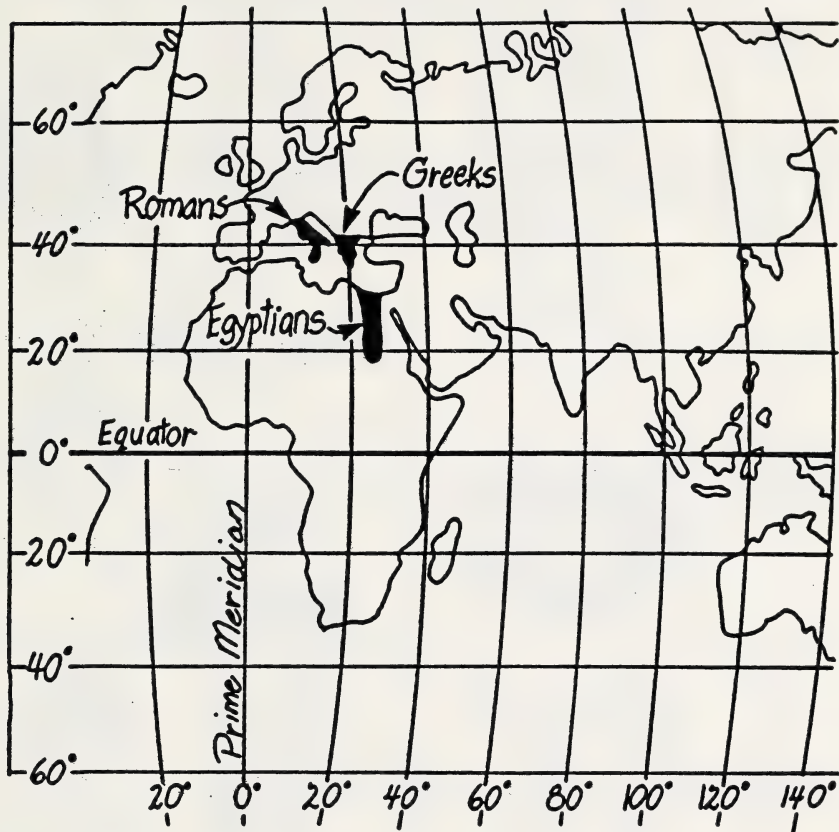
3. Which of the following statements best reflects a conclusion that could be drawn from the information in the chart?

*A. Different societies have different attitudes toward sports and physical fitness.
B. All countries participate in the Olympic Games.
C. Hockey is Canada's national sport.
D. Recreation facilities play a major role in sports.

Curriculum Standard: The student is required to analyze information and draw a conclusion.

Curriculum Focus: Topics A, B, C

Study the map below and answer questions 4 and 5.



4. Which geographic factor explains why Ancient Greeks wore the types of clothes that they did?

- *A. Distance from the equator
- B. Longitude and latitude
- C. Westward flow of air over the Pindus mountains
- D. Natural vegetation and poor soil conditions

Curriculum Standard: The student must know how geography affected clothing.

Curriculum Focus: Topic B





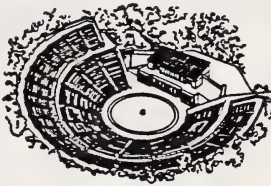


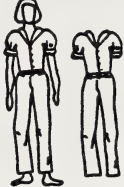
5. What is the approximate location of Greece?

- A. 40° S latitude and 20° E longitude
- B. 20° W longitude and 40° S latitude
- *C. 40° N latitude and 20° E longitude
- D. 20° E longitude and 40° W latitude

Curriculum Standard: The student must be able to use the latitude-longitude grid system.

Curriculum Focus: Topic B

Use the chart below to answer questions 6 and 7.

	Ancient Greece	Canada Today
A.		
B.		
C.		
D.		

6. Which row **INCORRECTLY** compares how Ancient Greeks met a need with how Canadians today meet the same need?

- * A.
- B.
- C.
- D.

Curriculum Standard: The student is required to make a comparison relating to needs.

Curriculum Focus: Topics A and B

7. Which row shows a psychological need being met for both Ancient Greeks and Canadians today?

- A.
- B.
- * C.
- D.

Curriculum Standard: The student must know what psychological needs are and must interpret the visuals.

Curriculum Focus: Topics A and B

Writing Assignment

Please read the information on this page. It may be useful in completing the writing assignment that begins on the next page.



Business woman in Canada

Increased trade between countries is good for my business. I import raw materials from one country and sell my finished products to several other countries.



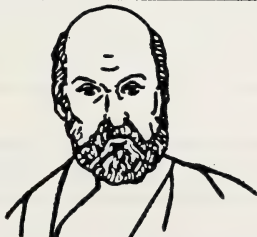
Grandmother in China

It is so wonderful to be living with my children and helping to raise my grandchildren. This is often not the case in other countries.



Student in Alberta

Because of sharing among countries, I am able to enjoy exotic fruits, watch a Panda bear at a zoo, and wear a toga to a costume party.



Mayor in Developing Country

It is very difficult living in a small and poor country. We depend far too much on help from rich, powerful countries. Our people don't learn how to help themselves.

Writing Assignment

You have 60 minutes to complete this assignment.

Read the following issue:

Should nations today share more with each other than they have in the past?

An issue has 2 sides to it; that is, it has:

1. Reasons **FOR** the Issue (agree with the issue), and
2. Reasons **AGAINST** the Issue (disagree with the issue).

In the following space, **plan** (mind-map, web, or outline) reasons **FOR** and **AGAINST** the issue.

Ideas/Planning

Now look at the reasons you chose **FOR** and **AGAINST** the issue. Choose which side of the issue you believe in the most.

- ☐ I'm For
☐ I'm Against

Write one to three paragraphs in which you:

1. tell about your decision for or against, and
2. give as many reasons as you can think of to persuade others to agree with you.

Remember to use your plan. You may also use information from page 9 to help you organize and present your ideas.

Remember to finish your work with a concluding statement.

Good Copy

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Written-Response Scoring Guide

1. State and Support an Opinion/Position (20%)

State and support an opinion/position using specific and relevant examples.

Descriptor	Scoring Criteria
Excellent 5	A strong, clear opinion/position is developed and is supported by statements of fact or experience. The writing is very persuasive.
Good 4	A clearly identifiable opinion/position is developed and is supported by one or more relevant ideas. The writing is persuasive.
Acceptable 3	An identifiable opinion/position is presented and is supported by one or more appropriate ideas. The writing is generally persuasive.
Limited 2	An unclear opinion/position is presented. The ideas may contain unsupported assumptions or assertions. The writing is generally unpersuasive.
Poor 1	An unclear opinion/position is presented, but little or no attempt is made to develop it, or no opinion/position is discernible. The writing is unpersuasive.
INS	This is a special category. It is not an indicator of quality. It should only be assigned to papers that are blank, totally illegible, or address a completely different topic.

2. Quality of Language and Expression* (10%)

Communicate effectively by using appropriate vocabulary and correct conventions of language in one to three well-organized paragraphs.

Descriptor	Scoring Criteria
Excellent 5	Ideas are clearly expressed and clearly organized. The language used is accurate and effective, although minor grammatical, punctuation, and spelling errors may be present.
Good 4	Ideas are well expressed and well organized. The language used is clear and appropriate, with few grammatical, punctuation, and spelling errors.
Acceptable 3	Ideas are adequately expressed and some organization is evident. The language used is understandable, although there may be a number of grammatical, punctuation, and spelling errors.
Limited 2	Ideas are expressed in a confused and vague manner. The language used displays frequent grammatical, punctuation, and spelling errors, making it difficult to understand what is being communicated.
Poor 1	Ideas are addressed in a generally incomprehensible manner. The language used is so seriously flawed with grammatical, punctuation, and spelling errors that meaningful communication is obstructed.

*Given the circumstances under which students are required to write, it is not possible for them to edit and refine their work. Some grammatical and spelling errors are therefore to be expected.

Performance Standards

Target Group

The Grade 6 Social Studies course is intended for all students enrolled in the regular Grade 6 program.

Purpose

The performance standards statements will help educators develop a shared, province-wide understanding of *acceptable* and *excellent* standards for Grade 6 Social Studies.

These statements describe what is expected of Grade 6 students who are achieving the *acceptable* and/or the *excellent* standard on independent work at the end of the Grade 6 Social Studies program. These statements represent the standards against which provincial and/or local levels of student achievement will be compared. By comparing actual provincial results with provincial standards, decisions can be made about whether achievement is in fact “good enough.” The standards inherent in these statements are derived from the goals and objectives of the Grade 6 Social Studies program as presented in the 1989 *Program of Studies*.

Acceptable Standard

Students achieving the *acceptable* standard are expected to have an accurate understanding of the knowledge and skills fundamental to the program. They are expected to demonstrate an understanding of the concepts and generalizations based on factual information.

Students achieving the *acceptable* standard are expected to know that all people have similar physical, social, and psychological needs. They understand the meaning of these terms and are able to give examples of each.

These students are expected to be able to perform the process skills such as classifying events, facts, and ideas in sequence. They may have difficulty with the more complex process skills of analyzing, synthesizing, and evaluating.

Standard of Excellence

It is expected that students achieving the standard of *excellence* have internalized most, if not all, of the social studies concepts and generalizations outlined in the *Program of Studies*. They are expected to have an accurate understanding of facts, concepts, and generalizations, and to be able to apply process skills. They are able to transfer their knowledge and understanding to unfamiliar situations.

In addition to achieving the performance expected for the acceptable standard, students achieving the standard of *excellence* are able to perform the more complex learnings of analyzing, synthesizing, and evaluating. For example, these students are able to analyze how traditions and customs influence the way people meet their basic needs, by identifying and describing the values held.

Alberta Education Contacts

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